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ABSTRACT

This assessment report concerns the Los Angeles Trade-Technical College and the information, which is reported to the Los Angeles Community College District. The data was gathered through interviews conducted by an outside company. The report summarizes what interviewers learned about Trade-Tech's past and present and offers recommendations to address the issues that emerged in the interviews. The findings of the assessment are organized in the following sections: (1) Trade-Tech's strengths; (2) uniting a campus: issues at Trade-Tech and a process for developing a common vision for its future; (3) recommended changes to improve basic functions at Trade Tech; and (4) appendix: triangle associates, Inc. Company Profile. The report labels the following as the four main strengths of Trade-Tech: (1) the fact that the mission of the college remains vital; (2) students continue to enroll in Trade-Tech's programs to build careers; (3) faculty, staff, and administrators are dedicated to helping students succeed; and (4) significant capital improvements will occur as a result of the 2001 Proposition A bond measure. The study provides various recommendations for solving problems that came up during interviews. The report contains a list of those interviewed for the assessment including faculty, administration, students, and others. (MZ)

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Los Angeles Trade-Technical College
Assessment Report

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Prepared by Triangle Associates, Inc.
January 3, 2002

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ASSESSMENT REPORT
CONCERNING
LOS ANGELES TRADE-TECHNICAL COLLEGE
TO
THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

Prepared by Triangle Associates, Inc.
January 22, 2002

Background to the Report

Approval of Proposition A by Los Angeles voters in 2001 will generate $1.24 billion for capital improvements at the nine colleges that make up the Los Angeles Community College District. Approximately $138 million of that total is earmarked for Los Angeles Trade-Technical College (Trade-Tech), creating the opportunity to make dramatic improvements at the College in the coming years. This infusion of much-needed capital funding comes at a time when there is considerable uncertainty and disagreement on the campus about the college's future direction.

Triangle Associates, Inc., a firm that provides neutral third-party services,* was selected by the District Chancellor and Board of Directors to conduct an independent assessment at the College. The purpose of the assessment was to identify the problems and issues that are dividing the campus and to recommend a process to assist the College to reach agreement on a common vision for its future.

Three senior associates from Triangle conducted confidential, in-person interviews on the Trade-Tech campus on November 27, 28 and 29, 2001 with faculty, staff, administrators, students, members of the District Board of Directors, and a few "outside" individuals who serve in an advisory capacity. A few additional interviews were conducted by telephone in early December. (A list of those interviewed is appended to this report.)

Triangle Associates prepared this report without review or comment by District officials. It summarizes what the interviewers learned about Trade-Tech's past and present and offers recommendations, based on the interviews as well as our professional judgment, to address the issues and concerns that emerged in the interviews.

The findings from the Assessment are organized in the following sections:

1. Trade-Tech's Strengths
2. Uniting A Campus Divided: Issues at Trade-Tech and A Process for Developing a Common Vision for Its Future

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* Please see the Appendix for a profile of Triangle Associates, a Seattle-based consulting firm that provides neutral, third-party services for alternative dispute resolution. Additional information is available at www.triangleassociates.com.

3. Recommended Changes to Improve Basic Functions at Trade-Tech
4. Appendix: Triangle Associates, Inc. Company Profile

SECTION 1: TRADE-TECH'S STRENGTHS

Founded 75 years ago, Trade-Tech is unique in the Los Angeles Community College District in the wide array of vocational programs it offers -- in addition to an academic course of study. While Trade-Tech offers students a chance to get an Associate of Arts or Sciences degree and the opportunity to transfer to a four-year degree program, it is renowned for its vocational programs. These programs provide opportunities to the neediest of the student population to obtain training and certification to get good jobs. Gaining a foothold and climbing up the educational and employment ladder, in turn, allows students to substantially improve their lives, to become successful citizens with a decent lifestyle, and to create better futures for themselves and their families. In this basic sense, Trade-Tech is truly a socially conscious school: it exists to help people lift themselves up.

Another Trade-Tech strength is its faculty. In interviews, we repeatedly met energetic, dedicated professors and instructors, in many different programs, who are accomplished professionals in their chosen fields. It is clear that many have other career options but that they remain at Trade-Tech because of their commitment to help their students improve their lives. They are inspired by their students' hard work and commitment to education, often in the face of significant obstacles: financial, linguistic, family obligations, and a host of others.

We found a similar commitment to providing high quality services to students among administrators and staff.

Finally, Trade-Tech offers a very broad choice of vocational programs that can lead to employment. Some programs, such as cosmetology, culinary arts, and fashion, continue to attract large numbers of students. Many others remain viable but need updated equipment. As a result of technological changes, a few of Trade-Tech's current programs appear to be outdated.

In sum, Trade-Tech has significant assets as it faces the future:

- Its mission remains vital;
- Students continue to enroll in Trade-Tech's programs to build careers;
- Faculty, staff and administrators are dedicated to helping students succeed; and
- Significant capital improvements will occur as a result of the 2001 Proposition A bond measure.

SECTION 2. UNITING A CAMPUS DIVIDED: ISSUES AT TRADE-TECH AND A PROCESS FOR DEVELOPING A COMMON VISION FOR ITS FUTURE

There is widespread agreement that a shared vision for Trade-Tech's future is sorely needed. A shared vision needs to define the essence of the college and its mission. It must resonate with faculty, staff, students and administrators alike. It needs to serve as a rallying point and drive decisions about the College's future.

At the present time, there is no such vision. While a substantial minority of people said they understand and applaud Dr. Castro's vision for the campus, most said they did not believe his vision had been widely communicated. They said that they did not know what he wanted to do. Dr. Castro's supporters believe that many of his opponents do not understand what he wants to accomplish or how he plans to go about it. They believe more people would support his efforts if they understood what he wants to achieve.

In interviews, we encountered widespread pessimism among many faculty and staff about the desire and ability of the faculty, staff and administration to work together collaboratively to develop a vision. Terms like "another exercise in death by process," "endless study with no results, endless meetings with no results" – all were frequently heard when this issue was discussed.

At the same time, we also found substantial interest in seeing the college improve and a belief that progress is possible. Building (in many cases, rebuilding) trust is seen as a prerequisite for success. People suggest that the process of building trust will require opening communications and proceeding step by step. They also say that if this process of rebuilding trust and opening communications is successful, the process could be *as* important as the product.

The issues and concerns identified during the interviews about working together to develop a vision are followed by a recommended process for how Trade-Tech can develop a common vision for its future.

- ***Overcoming divisions, mistrust and skepticism on campus:*** The challenge facing the campus is to agree on a process design that will allow collaborative development and articulation of such a vision. This challenge is especially difficult in light of the many divisions within the campus, the lack of confidence and trust among many in the administration, the lost sense of "family" on the campus, and the unwillingness of most faculty and staff to participate in planning for the future, unless compelled. (See discussions below.) The meager response from faculty and staff to participate in the upcoming accreditation self-study process is a measure of current levels of "volunteerism" on the campus. There is a sense that the same relatively few people are always the ones who step forward when committees are formed or when work is to be done. Attendance at meetings on campus is limited; even when people do attend meetings, they say, "cliques sit together and gossip."

- ***Process "fatigue":*** Many said it would be hard to overcome people's resistance to supporting another process after the recent presidential selection process when participants felt that their efforts were "ignored and unappreciated." The process by which the compressed calendar was adopted has further discouraged volunteerism, because people believe it was manipulated. Classified staff feel that their opinions are the least heard; not surprisingly, relatively few are active in committees.

- ***Need for incentives:*** There is a strong sense that people will participate only if they feel they have a stake in the outcome, if there is some benefit in doing so for them, or if they are paid to attend. However, they also believe that "if people see results and follow through on decisions, it will motivate them to get on board because they won't want to be left behind."

Recommended process

- ***Preparatory work: meetings with all departments***: The president should meet with each department individually. The purpose of these meetings is for the president to 1) get to know the faculty, 2) learn about each department (its vision, goals, needs, problems and successes), and 3) share information about his vision for the college and how the department fits with that vision.
  Timing: The President should initiate these meetings as soon as possible, with a goal of completing them within 45 days.

- ***Campus-wide Retreat:*** Once departmental meetings have been held, a campus-wide "retreat" similar to one held at USC in 1997 would be convened to develop a common vision. The features of the 1997 retreat that received praise were as follows: it brought everyone together to work collaboratively outside the normal work-a-day world and it concluded with a list of action items and specific follow-up measures so participants could see that things were going to happen.
  Timing:
  - After the Board of Trustees has given guidance to the College on the parameters within which Trade-Tech can develop its vision.
  - After the President has concluded meetings with all the departments

  Process
  - Have someone chair the retreat who is trusted by all parties.
  - Have a neutral facilitator design and facilitate the retreat.
  - Have a ground rule that requires respect for each other and the institution.
  - Involve administrators, faculty, staff, elected representatives (PAC and Academic Senate), union representatives, and students in the process.
  - Make sure the visioning process develops "concrete measures" with specific follow-through, including timelines, responsibilities, and enforcement.

SECTION 3. RECOMMENDED CHANGES TO IMPROVE BASIC FUNCTIONS AT TRADE-TECH

The remainder of this report describes issues and problems that emerged during the interviews that relate to the optimal functioning of the College; in each case, they are followed by recommendations to address the problems. They relate to the following:

1. Leadership
2. Follow-Through
3. Technology: Communications and Equipment/Materials
4. Student Services
5. Faculty Resistance to Change and Staff Development
6. Payment of Faculty, Staff and Vendors
7. Shared Governance
8. Marketing

Most of these issues and recommendations can be addressed separately from the development of a vision for the College; therefore work could proceed immediately.

1. LEADERSHIP

Dimensions of the problem

With respect to the presidency, LATTC faculty and staff look nostalgically at Tom Stevens' 19-year tenure as president (1976 – 1995); they recall it as an era of stability, clear process and protocols, and campus cohesion. Almost every person we interviewed spoke of the dearth of leadership at Trade-Tech that followed his retirement in 1995. After his departure, four presidents served for short periods of time before Dr. Daniel Castro was appointed interim president. There is virtual unanimity that the period from 1995 to the present has been a very difficult time for the College – "years of shifting sands." People point to the fact that decisions were not made (at least before Dr. Castro was appointed); that there was "no inspiration," that there were "no champions;" that people became "disgruntled and discouraged;" that the College just drifted.

Problems caused by the high rate of turnover at the top were exacerbated by the fact that many administrators served in an "acting" or "interim" capacity. "Who's there who isn't acting or interim?" was frequently heard in the interviews. This turnover at the upper administrative levels is seen as having inhibited long-term decision-making and contributing to the lack of a common, forward-looking vision for the College.

The following discussion identifies key related problems that emerged in the interviews:

- ***Ineffective leadership:*** This problem has several facets. Many said that leadership is less likely to be accepted from interim administrators. Interim administrators are seen

to have no long-term stake in the outcome of their decisions, to be trying to create a name for themselves rather than looking toward the long-term interests of the college. Another aspect is that new administrators take a considerable amount of time to fully understand the workings of the College, no matter how qualified they may be. As a result, new administrators can sometimes make ill-informed decisions because they don't understand the issues. Finally, the fact that administrators are generally short term while full-time faculty tend to be long term has led to an erosion of confidence in the administration.

- ***No centralized programmatic direction:*** Departments don't feel that temporary administrators can accomplish much for them so they tend to act as autonomous units when there is no stability in administration. If they have a problem, they simply try to solve it themselves. "We have to solve our problems ourselves, or not at all." The result is that faculty and programs make independent decisions and end up going in uncoordinated directions.

- ***Passive resistance:*** High-rates of turnover in the top levels of administration have encouraged opponents of the current president to withhold support for his programs in the expectation they can outlast him.

- ***Lack of accountability at the faculty level:*** During the long period when there was no strong leadership at the top, accountability is said to have faded at the faculty level as well. As several people noted, the faculty became lax when nothing was demanded of them. "The new president's demands that people show up at meetings, be accountable, has created turmoil. They had gone so long without accountability, that they resent efforts to make them perform."

- ***Vision/goals a puzzle to most:*** There appear to be at least two camps on this issue on the campus. One group, which includes Dr. Castro's ardent supporters, says they have a good sense of the current president's vision for the college. They wholeheartedly support it and believe that a failure to change, and change drastically, will doom Trade-Tech to further decline in enrollments and effectiveness in meeting student needs. The other group believes that Trade-Tech's current administrative leadership has not done an adequate job of communicating its vision and goals. In this other group, most say they do not have any idea where the president wants the college to go – they are operating on guesswork. Some people fear that recent and proposed changes will have negative consequences for existing programs. Without hard information, people fill the information void with speculation and rumor.

- ***Splintering of the campus:*** Without a compelling vision for the future or strong leadership, the college has fractured along a number of "fault" lines: academic/vocational; long-term faculty vs. newer faculty; day faculty vs. night faculty; proponents of change vs. proponents of the status quo. People who work at the College have a sense that Trade-Tech had a "family" feel in the past that has now been lost. They wonder if anyone cares about them.

- ***Lack of coordination:*** It was frequently stated that, without a central vision around which to organize, departments and programs are moving at their own individual paces, in uncoordinated directions. No unified vision drives the College.

- ***Faculty and staff not adequately consulted:*** Many people complained about the current president's style of leadership, which to many seems dictatorial. Many of these complaints appear to reflect the view that faculty and staff were not included in the process of determining recent changes. The compressed schedule was frequently cited as an example of unacceptable decision-making. Another example was the recent effort to have registration moved to a different location. Those who were to implement the change were not involved in the planning and it did not go as well as it should have.

Recommended solutions

- ***Provide stability at the highest levels of the College administration***. Stability is expected to have many benefits. Once personnel are permanent, the motivation among some faculty and staff to boycott or abstain from participation in campus life will be eliminated. Administrators who are permanent (rather than interim/acting) will be seen to have a stake in decision-making and a commitment to follow-through on initiatives and programs. They will also be accountable for their decisions.

- ***Consult more broadly with faculty and staff***. Policy changes should be made after dialogue with affected parties. People repeatedly said they wanted the administration to "ask what we think and explain decisions." Many said that even if they disagreed with a policy change, as long as someone asked what they thought, they were heard, and the decision was explained, they would find that acceptable, as falling within the role of the administration. It was also suggested that the faculty might not be so resistant to change if the proper process were used. People said that, when making changes that front-line staff will have to implement, the administration should involve those who will be responsible for planning and implementing changes in procedures (such as enrollments) so they will meet expectations. An example of the kind of consultation people would like to see was a meeting Dr. Castro held with classified staff. People said that the meeting "turned [staff] attitudes around;" it "overcame the negativity and validated their complaints." This approach was said to be a good model for dealing with other issues and improving leadership.

- ***Develop links more deeply into the campus.*** Faculty and staff repeatedly said that the current president needs to meet with the departments regularly, in person. The purpose of these interactions would be to communicate his vision and to hear theirs, as well as to update them on events/activities/issues on campus and to hear about their issues, needs, and concerns. People also said that the administration needs to see faculty offices, classrooms, and the lack of technology. People in Building A (where much of the Administration is housed) may not appreciate how much better their working conditions are than those who work in the other buildings.

- ***Communicate more effectively*** with faculty, staff and students. People urge the administration to "take the mystery out of what is happening." (See the discussion and recommendations concerning Technology below.)

2. FOLLOW-THROUGH BY THE ADMINISTRATION

Dimensions of the problem

Frustration at the lack of follow-through by the college administration was a consistent theme in the interviews.

- ***Lack of responsiveness***: As examples, several persons said that they had made requests for administrative support or resolution of problems and never heard back. They had to seek out the appropriate administrator, only to be told, "Oh, we decided not to do that."

- ***Without continuity at the top***, people said, follow-through on planning does not occur. When plans are developed and then administrators change, the new administrators have little stake in what has been done before and do not follow through on previous plans. If an administrator requires an action and then leaves, where is the accountability going to come from? So, accountability suffers when there is constant change.

- ***History of promises not kept:*** Many said that inaction and a failure to follow-through have been long-standing problems at Trade-Tech. They say that there have been promises for years and years that a wide range of building, equipment, and technological infrastructure problems would be solved. The repeated lack of follow-through and the repeated missed deadlines -- over a long period of time -- on such things as telephone installation and universal computer availability, have led to widespread and pervasive skepticism that these promises will ever be kept, that Trade-Tech will modernize, and that positive change will occur. It has led to demoralization on campus, turning faculty and staff into "balloons without air."

- ***Skepticism about "process" that leads nowhere:*** People said that any process (such as one devised to develop an agreed-upon vision for the future) would have to overcome the "collegial process" – the endless meetings, endless committees, but never any follow-up or consequences. As one person put it, "We have been studied to death, but nothing ever happens." Another example people referred to was the accreditation self-studies. People said they had been very thorough in the past, but there was not enough follow-up because timelines and enforcement – which are crucial to success -- were not built in.

Recommended solutions

- ***Don't try to accomplish too much at one time***: Take on a single task at a time, get specific and be sure accountability and follow-through are built in.

- ***Build timelines, accountability and enforcement into any agreements*** that are reached – so people can see that something is going to happen ***and that if it does not, there will be consequences.***

3. TECHNOLOGY, EQUIPMENT AND MATERIALS: "WE ARE TRADE AND TECH. WE SHOULD BE HIGH TECH, NOT LOW TECH OR *NO* TECH."

Dimensions of the Problem

Two aspects of technology were highlighted in the interviews. Issues related to internal communications technology are discussed first, followed by vocational/training technology concerns.

Internal Communications

- Trade-Tech lags far behind most institutions in computer-based, internal communications infrastructure. This fact has a number of negative consequences. The shortage of telephones, computers, Internet access and email, and fax machines, has led to widespread, if understandable, frustration. These communications tools are seen as the hallmark of modern institutions. Their absence casts doubt on Trade-Tech's credibility as a serious institution.

- People say that there have been promises for years and years that a wide range of building, equipment, and technological infrastructure problems would be solved. The repeated lack of follow through, over a long period of time, has led to widespread skepticism that these promises will ever be kept, that Trade-Tech will modernize, and that positive change will occur. It contributes to staff demoralization.

- Another problem caused by the fact that these tools are not universally available is that specific tasks – such as registering students and determining eligibility for financial aid -- take far too much time and are carried out in unnecessarily complicated ways.

- Internal communication on campus is virtually non-existent. Given the absence of other printed informational tools (such as a school newspaper), the lack of email and Internet access means that there is no way to spread information quickly and reliably to faculty and staff. (The weekly staff bulletin deals only with schedule issues and does not attempt to provide information of general interest.) At best, faculty and staff get information piecemeal. Most say they do not feel they are kept adequately informed about what is going on or planned for the future. This includes what the

current administration's vision for the campus is. People say they do not even know the good things that are occurring at Trade-Tech.

Vocational/Training Technology, Equipment and Materials

- "It would be a shame to allow any of our outstanding departments to become mediocre. Our outstanding departments have always been trade/tech." Students need to be trained using the same equipment and materials they will be using on the job. Unfortunately, at Trade-Tech, equipment and materials for many vocational programs are "tired" and outdated. When prospective students visit the campus and see the old equipment, they look elsewhere for their trade education. People speculated that the outdated equipment might create the same negative attitude among external contacts, industry, etc. With a couple of notable exceptions, most perceived a long-standing general decline in the equipment and materials in the vocational courses and a resulting decline in the relevance of the offerings.

Recommended solutions

Internal Communications

- Every staff person should have a computer and a telephone.
- There should be campus-wide email.
- Online registration ought to be available as well as quick information about eligibility for financial aid.
- Develop campus-wide mechanisms to provide regular, timely information about the college. They should be available to everyone on campus (faculty, staff, administration, and students). Use the web; post Planning Advisory Committee (PAC), Academic Senate, and District Board minutes there. Update the campus website daily.
- Expand the weekly staff bulletin to include information of general interest. In terms of content, there could be the president's report, columns devoted to faculty voices, student voices, administrative voices as well as reports of grants, collaborations, innovations, honors, new initiatives, goals – whatever would be beneficial for the entire college community to know.

Vocational Course Equipment and Materials

- Determine what can be done within the budget allocation from the District to the college. (See above regarding Board discussion of vision for Trade-Tech.)
- Fund a grant writer position to aggressively seek outside money/ partnerships with industry to supply equipment and materials.

- Have administration and faculty aggressively pursue partnerships with businesses and industry that can provide equipment, materials and funding as well as input on the training students need to be successful on the job.

4. STUDENT SERVICES

Dimensions of the problem

Many people believe that Trade-Tech's students are not being served as effectively as they should be. They point to a wide variety of shortfalls that need prompt attention. Some of the suggested remedies would not be hard to put into place but they would make a substantial difference in student experiences on campus.

- ***Failure to focus on students***: "Too much has been focused on what the faculty wants rather than what students need." The college should know as much as is reasonably possible regarding what students want and need from Trade-Tech.

- ***Financial Aid***: Currently it is hard and takes too long for students to find out about eligibility for financial assistance. It is estimated that only 30-40% of students eligible for financial aid ever receive it at Trade-Tech because of the cumbersome system. This is important because effective financial aid results in higher entrance and retention rates, an important issue at Trade-Tech. Financial aid benefits not only students, but also the College because some of the aid is spent on campus.

- ***Admissions process***: The admissions process is cumbersome, requires students to go to too many places, and takes too long. Some prospective students never complete the process.

- ***Outdated and/or Underdeveloped Programs***: Once enrolled, students may find outdated programs, equipment, curricula and teaching methods in their classes, as noted above. Programs sometimes remain underdeveloped because faculty members prefer to teach extra courses and get extra pay rather than creating new courses to expand programs.

- ***Night students underserved:*** Many felt that night students are short-changed. They point to the fact that there is no facility, such as a student union, open for students at night, except the library. Night lighting on campus is seen as too dim. There are almost no administrators on campus at night so night students or the hourly faculty who teach most night classes are unable to get timely help if they have questions or need assistance with particular problems.

- ***Parking***: Parking is said by most to be a very big problem.

Recommended solutions

- ***Survey current/prospective students about their needs.*** Rather than having the administration and faculty decide what to offer with little or no student input, conduct surveys to identify what students want/need. Then look to see how responsive the college is in meeting the real needs of the students. Surveys could be included in the application process or online.

- ***Base vocational programs on job market needs:*** Vocational program planning might better start with the job market and work backward to determine programs needed. That is, determine what jobs are in demand and then design the curriculum to train students for those jobs. Departments need to know what the going pay is for graduates and what the job placement rate is, at least in general.

- ***Streamline the financial aid process:*** Streamline the financial aid process and make financial aid available to all who are eligible. The college should acquire an online program that can result in a quick turn around, a matter of days, (such as UC Irvine reportedly has) and get it up and running.

- ***Provide one-stop registration:*** One stop registration should be a reality.

- ***Provide remedial training, if needed, before student matriculation:*** Literacy is required even in vocational programs today. A remedial program is needed for those students who are functionally illiterate who want to enroll so they can learn to read and write and be successful when they matriculate. Otherwise, they won't be able to do the class work and they will drop out.

- ***Improve the student union:*** A better student center is needed – one that is open whenever students are on campus. The current student center is clearly inadequate.

- ***Provide more day care:*** The day care center could be bigger and serve more students. Lots of students have this need.

- ***Make teacher evaluations meaningful:*** Student evaluation of teachers is supposed to occur; the faculty chair is supposed to evaluate teachers also. It is doubtful that this is being done effectively.

- ***Increase food service on campus:*** Despite having a great culinary department, food services hours on campus are somewhat limited.

- ***Improve transportation/parking:*** Night classes should be timed, if at all possible, to coincide with bus and blue line schedules – so students don't miss them by minutes and have to wait an hour for the next one. With respect to parking, it was suggested that the college look more closely at whether and how to make the parking that is available nearby, one-two blocks away, safe and secure. If it were feasible to use the existing parking (perhaps by paying more for security), it would save millions in

construction money that could be allocated for other purposes. If it were feasible, would this approach also benefit the surrounding community?

- ***Reinstate the mentoring program:*** Consider reinstating the mentoring program; some people believe it did a lot of good for students.

5. FACULTY/STAFF RESISTANCE TO CHANGE AND STAFF DEVELOPMENT

Dimensions of the Problem

It was stated by many that there is a culture of resistance to change among staff and faculty, especially faculty. Some of the reasons for this "culture" were stated in the two preceding sections. Additionally, there are at least three other significant factors.

- ***Lack of incentives to change:*** Some faculty members are perceived to teach outdated materials – "the same thing they taught 15 years ago" -- using outdated equipment and teaching methods. They are said to be reluctant to modernize or to incorporate new skills, technologies or teaching methods into their programs. People said that part of the resistance to change is a result of the fact that the faculty benefits financially from the current structure (relatively low teaching loads, opportunities to teach for extra pay and/or to have outside jobs/businesses). The current structure does not encourage them to innovate, keep up with the needs of industry, or develop new curriculum materials. There was considerable comment that many tended to just "hang on, ride it out" until they retired. Since pay is based on longevity and education, not on merit, there is little incentive for creativity and little receptivity to change. It is extremely difficult to get rid of someone who is not performing well.

- ***Faculty not up-to-date with needs/programs:*** In many people's minds, widespread resistance to change among some of the vocational faculty is as serious a problem as the antiquated equipment. They believe that some of the long-term faculty, especially in the vocational area, have lost touch with the needs of business and industry. They no longer understand the needs of employers. Consequently, their programs are less and less relevant to the needs of potential future employers of Trade-Tech graduates.

- ***Absence of an effective staff development regimen:*** Staff development is seen as a key tool to make significant improvements on campus, from enrolling and providing financial aid to students, to improving competence with electronic communications, to using technology in the classroom, to creating a shared future direction for the College and building a sense of teamwork. Many faculty and staff need additional training in electronic communications. A substantial number of people on campus do not currently have computers at their workstations. While some know how to use computers because they have access at home or through other avenues, many people on campus are not fluent in the use of computers for word processing, accessing information via the Internet, or for email.

Recommended solutions

- ***Ask for faculty input and explain the rationale for decisions:*** Some speculated that the faculty might not be so resistant to change if the proper process were used. "Change without consideration produces a lot of resistance." This repeats the plea: "ask us what we think and explain your decision."

- ***Initiate outreach to local businesses and industry.*** Have vocational programs adopt a much more aggressive outreach program targeted at local businesses and industries. Get involved in the community; develop partnerships. Have faculty and students work with real world partners on real problems – design business plans, help with healthcare, etc. Involve downtown interests as much as possible in the master plan. The rebuilding of the campus will help revitalize downtown. This approach could also help the college's financial outlook by bringing in new resources.

- ***Involve Advisory Committees:*** Make more effective use of the advisory committees for vocational programs. Actively involve members in planning vocational programs and courses because their members know what industry needs and can compare it to what is offered at the college more easily than can the faculty. Restructure and recruit new members, if necessary.

- ***Require review and change of teaching methods if needed:*** The faculty needs to have a mandatory means of examining what needs to be changed and then changing it. Trade-Tech faculty must be required to keep up with changes in technology and the needs of prospective employers of their students. Consider making it a condition of employment in the contract that the teacher will be reviewed frequently to determine whether he has kept up with such changes and, if not, the teacher will be retrained or let go.

- ***Reward teacher excellence:*** New programs come from creative teachers. Teachers are really the people who deliver the services and make the difference in the college. Reward those who are doing a good job.

- ***Hire a full-time staff development coordinator who can rouse the faculty:*** [Please note: the current staff development coordinator is on medical leave.] This person should be responsible for identifying the needs, feeding them to the administration, and meeting them through training. An administrator (a dean) is needed who'll pick up the instructional technology aspect of where the campus is going. This person should know where the other campuses are going, understand budget matters and be able to act as a leader. This person needs to design a three-year plan of training for how to integrate technology into educational planning. The program needs leadership, infrastructure, policies and procedures.

- ***Use staff development and training to show that the need for change is not directed at individuals:*** To reduce the fear of change, and to enlist cooperation in directing change in ways that will benefit students.

- ***Make it easy to improve computer skills:*** Right now the staff development lab (with its eight computers) is always locked. Anyone wanting to use the lab has to find the person with the key to have access. This hassle discourages faculty and staff from developing computer skills. As modern communications technologies are made widely available on the campus, training is needed to show faculty, staff and students how to use the new technologies, including computers, to increase their capabilities.

- ***Use staff development for team building:*** This would encourage representatives from across the full spectrum of needs and interests on the campus to learn how to work cooperatively together. Use this occasion to promote a vision, philosophy and goals.

6. PAYMENT OF FACULTY, STAFF AND VENDORS

Dimensions of the problem

The failure to pay faculty, staff and vendors on time is a real problem. "The College blames the District and the District blames the College." Internally, this problem reduces confidence that the administration is competent to deliver on other responsibilities. Externally, when payment deadlines are missed, suppliers may decide not to deliver needed materials and supplies for programs, for example, the culinary program. Over the long term, it can reduce the pool of potential vendors willing to work with the College. We were unable to ascertain whether the district is paying late fees due to the current system.

Recommended solutions

- ***Implement an efficient process for paying salaries and invoices:*** In the past, with the installation of each new Chancellor, the administrative pendulum has alternated between centralization and decentralization. This makes paying vendors a constantly shifting process. The District should implement an efficient process for paying vendor invoices and salaries and leave it alone.

7. SHARED GOVERNANCE

Dimensions of the problem

While shared governance is mandated in California state law for community colleges, many people feel it is not working well at Trade-Tech.

- ***Inadequate consultation with faculty, staff, and students:*** Some people say that the current administration often acts unilaterally and that nothing happens if it is not first cleared by the top administration. Others say the District and Chancellor back the current president and have little regard for the wishes of the staff and faculty of the College. People also feel that faculty/staff input – outside the legally-mandated channels -- is inadequate on issues that are important to the success of programs.

- ***Change without representation a problem:*** Many people complain that they were not included or listened to in the process of determining recent changes. The compressed schedule is frequently cited as an example. ("The Union and President wanted it and it was forced through.") Another was the recent effort to have one-stop registration occur in a different location but those who were to implement the change were not involved in the planning and it did not go as well as it should have.

- ***Role of the Academic Senate:*** California law requires that the Academic Senate take responsibility for making recommendations concerning faculty hiring and curriculum issues to the president who makes the final decisions. While there is some difference of opinion, many feel Trade-Tech's Academic Senate is not as effective an institution as it appears on paper. Some believe the president ignores it.

- ***PAC:*** The Planning Advisory Committee (PAC) has a mixed reputation on campus. Many believe it is too big to be an effective organization for planning; that there is too much talk in the PAC and too few decisions; and that it does not follow up enough on the decisions it does make. Some say that the fact it is only advisory to the president, who has the final say, weakens its authority.

- ***Recent presidential selection process:*** Many who participated in or observed the most recent presidential selection process came away angry, bitter, and disillusioned. They felt their efforts and hard work were disregarded; they resent the fact that the process was taken over by the District and Chancellor who appointed a person who was not among the top candidates.

Recommended solutions

- ***Strengthen the PAC.*** Make the PAC as representative as possible. Make its meetings as open as possible and give it more authority.

- ***"Take the mystery out of what is happening."*** Communicate with everyone on campus. Make notes and summaries of PAC and Academic Senate meetings widely available.

- ***Extend communication to the Departmental level:*** As stated in Section 2, the president should meet with the departments regularly, in person, at least briefly, to discuss the vision of the president, the administration and the departments as well as to discuss issues as they arise.

- ***Consult with faculty and staff before making major decisions; then explain the rationale once decisions are made.***

8. MARKETING

Dimensions of the problem

Trade-Tech is almost invisible to the community. Even those who live and work nearby may be unaware of its presence or its mission. As one person put it, "There are two kinds of people in this world, those who have gone to Trade-Tech, and those who don't know anything about Trade-Tech."

Consistently, those interviewed stated that there was no effective marketing of the school. A particular example is the lack of knowledge regarding financial aid. If a high school student doesn't know that aid is available, he might not think he could attend college and therefore would not bother to apply. There is also a misperception, because of advertising on radio and elsewhere, that competing private schools are the only ones that can get a student a degree that will lead to a good job. These schools are really getting their message out. Trade-Tech needs to get its message out.

People on campus have heard that the District was going to initiate something in the way of a marketing/advertising campaign, but no one has seen any results, especially for Trade-Tech.

Recommended solutions

- Trade-Tech needs to market its programs to increase enrollment.
- Instructors should go to the high schools and develop interest and partnerships. Counselors should go to the high schools and promote the school.
- Vocational faculty should go to industry to develop partnerships rather than expecting industry to come to them or expecting the president to bring industry to them. While actively pursuing partnerships is one of the important jobs of the President, the faculty should do so as well.
- Market the blue line stop right in front of the school.
- Spiff up the pamphlets and catalogs – they are bland and boring. Make them more attractive.

List of Those Interviewed for the Assessment

Faculty	Name	Title
	Helen Armstrong	Instructor, Fashion
	Jim Browne	Chair, Athletics/Health/Physical Education
	Madeline Coreas	Instructor, Fashion
	G. Delrosario	Instructor, Culinary Arts
	Linda Delzeit	Instructor, Swimming
	Millie Drake	Instructor, Part-time Spanish
	Bill Elarton	Chair, Construction Technologies
	Denise Fairchild	Director, Community Planning & Economic Development
	Joyce Gale	Instructor, Fashion
	Teresa Grenot	Librarian/Accreditation Officer
	Louis Hahne	Chair, Business/CIS/Computer Applications & Office Technology
	Mary Hochman	Director, Learning Skills Center
	Chini Johnson-Taylor	President, Academic Senate
	Leslie Kite	Librarian
	Joyce Livingston	Chair, Library
	George Madrid	Consulting Instructor, PACE
	Clarence Marks	Chair, Electronics Technology
	John McDowell	AFT President
	Tom McFall	Instructor, Automotive & Printing Technologies
	Marcela Oliva	Instructor, Construction Technologies
	Ronald Parker	Consulting Instructor, Apprenticeship / Cooperative Education
	Larry Pogoler	Instructor, Construction Technologies
	Deloris Powell	Chair, Counseling Department
	Dr. Karl Thiele	Chair, Liberal Arts
	Xenia Wright	Chair, Science / Math
Administration		
	Helen Beaird	Director, Student Employment Center
	Mel Berger	CFA
	Dr. Bradley Vaden	Associate Dean, Research
	Mary Ann Breckell	Vice President, Administration
	Richard Browne	Associate Dean, Continuing Education/Community Services/Evening Program/Outreach Program
	Galen Bullock	Bookstore Manager
	Dr. Raul Cardoza	Dean, Enrollment Management
	Pauline Carrillo	Director, Child Development Center
	Dr. Daniel Castro	Interim President
	Dr. Theda Douglas	Dean, Categorical Programs
	Camille Goulet	General Counsel

	Leige Henderson	Vice President, Academic Affairs
	Leslie Koritzke	Associate Dean, Art Trades/Cosmetology/Fashion Center
	Donna Lichtman	Coordinator, Disabled Student Programs & Services
	Carole Lung	Associate Dean, Culinary Arts/Professional Baking
	Cynthia Morley-Mower	Acting Dean, Careers Programs
	Ken Nakano	Dean, Technology Careers
	Abbie Patterson	Vice President, Student Services
	LeAnn Roque	Manager, Financial Aid
	Letia Royal	Compliance Officer / ASO Advisor
	Rosemary Royal	Associate Dean, Student Centers/CalWorks
	Gladys Smith	Associate Dean, Nursing/Health Occupations
Classified Staff		
	Caryn Campbell	AFT Staff Grievance
	Sharon Ellis	Classified Staff
	Aba Maccani	AFT Staff Guild Chapter Chair
	Bill Smith	Facilities Manager, Physical Plant
Students		
	Warren Williams	President, ASO
Board of Trustees		
	Kelly Candaele	
	Georgia Mercer	
	Sylvia Scott-Hayes	
Outside		
	Steve Needleman	Chair, Capital Fund Oversight Committee
	Jeff Spelatz	Sheriff's Deputy, College Police

COMPANY PROFILE

Triangle Associates is a consulting firm of professionals committed to helping people understand and resolve public policy issues and environmental conflicts. Triangle provides an array of public involvement, facilitation, planning, and mediation services to public agencies, businesses, and communities.

With a specialty in public policy and natural resource management issues, Triangle is known for successful work as a neutral mediation team for multi-party disputes or collaborative planning projects involving such issues as water quality, watershed and stormwater management, waste cleanup, forest management, air quality, and land use. Triangle is known as a team that can take on a mix of large and small projects involving issues that are both politically-charged and scientifically complex.

For the past 21 years, Triangle has designed and conducted comprehensive public involvement programs for public agencies; carried out tailored training sessions for engineers and environmental health professionals on communicating environmental health risks to public audiences; and convened numerous advisory committees and multi-agency working groups to develop and/or interpret public policy and regulations at the local, state, and federal levels.

Founded in 1979, the firm is a woman-owned business enterprise registered in Washington, Oregon, and Alaska. Triangle's work is centered in the Northwest United States, but projects take them throughout the country and into Canada. Triangle was founded by Alice Shorett in 1979. Shorett's early work included the successful negotiation of the Snohomish River Basin agreements in 1975-76 between two counties and 13 cities -- agreements that were part of the first successful environmental mediation case in the United States. The firm publishes a bi-annual publication with project news, available upon request.

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